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AUTHOR Hornbeck, David W.
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ABSTRACT

This report recommends ways to integrate values education into schools' curricula. Societal problems indicate that values play as important a role in students' development as math and science, as suggested by statistics on increasing teenage suicide, pregnancies, and dropping out. While it is important to ensure that at-risk students become critically thinking young people that is not enough, nor is it enough to collect credits and occupational degrees without the values that make for a caring society. However, traditional means of values transmission--church, family, school--have altered in function; for example, of children born in 1983, 60 percent will live in a one-parent home by age 18. Schools, often captured by academic achievement goals, exclude factors contributing to young people's character. Three approaches might be considered in determining how to teach values. (1) Classroom/curriculum approaches infuse values throughout curricula, courses, or classroom discussions. (2) The school examines its actions to ascertain what contributes to or detracts from selected values; for example, curriculum development should consider women's and minorities' roles, staff development, and the school-home relationship. (3) A strong community service program may be the most important component of a quality values education program because people learn best by doing; such a program requires adequate supervision and a seminar and/or writing component. This fundamental program is recommended as a graduation requirement because it fulfills the need for belonging and because a good community program can develop a sense of responsibility beyond the self. (CJH)

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DOES VALUES EDUCATION BELONG IN THE CURRICULUM?

David W. Hornbeck

Maryland State Superintendent of Schools

American Association of School Administrators

New Orleans, Louisiana

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LADIES AND GENTLEMEN:

I AM PARTICULARLY ENTHUSIASTIC ABOUT JOINING YOU TO DISCUSS VALUES EDUCATION. IT IS ONE OF THE THREE MOST IMPORTANT CHALLENGES FACING AMERICAN PUBLIC EDUCATION. THE OTHER TWO, PARENTHETICALLY, ARE: (1) SUCCESSFULLY MEETING THE NEEDS OF CHILDREN AND YOUTH AT RISK OF SCHOOL FAILURE; AND (2) THE AVAILABILITY OF SUFFICIENT QUANTITIES OF QUALITY TEACHERS. FRANKLY, THE THREE ARE VERY MUCH INTERTWINED, BUT THIS AFTERNOON I WILL FOCUS ON VALUES EDUCATION.

FIVE OR SIX YEARS AGO "A NATION AT RISK" WAS ISSUED. AT AN EAR-SHATTERING DECIBLE, ITS RHETORIC TOLD US WE WERE AT WAR IN THE ECONOMIC MARKET PLACE, THAT WE WERE IN DANGER OF LOSING THE WAR (IF WE HAD NOT ALREADY LOST IT), AND THAT THE ROOT OF OUR DISABILITY RESTED WITH OUR SCHOOLS. THE REPORT AND THE AVALANCHE OF OTHER REPORTS IT LAUNCHED SAID THE ABSENCE OF MATH/SCIENCE PROWESS WAS A PROBLEM AND THAT OUR SCHOOL YEARS ARE TOO SHORT, AS ARE OUR SCHOOL DAYS. WE WERE TOLD GRADUATION REQUIREMENTS NEEDED TO GO UP AND ELECTIVES HAD TO GO DOWN. CALLS FOR MORE TESTING AND OTHER OBJECTIVE PERFORMANCE INDICATORS BECAME THE GRIST OF THE FRONT PAGES.

I DO NOT DISPARAGE THE CALL FOR HIGHER STANDARDS AND HIGHER EXPECTATIONS. I MUST SAY, HOWEVER, THE NOTION THAT "A NATION AT RISK" SOMEHOW WAS THE REAL BEGINNING OF THE REFORM MOVEMENT IS, AS YOU KNOW, A BIT FARFETCHED. THE HIGHER STANDARDS AND THE HIGHER EXPECTATIONS HAVE BEEN VERY IMPORTANT FOR SOME TIME. WE

STARTED ALL OF THAT IN MARYLAND IN THE MID-1970'S AND CONTINUE TODAY. IN MARYLAND WE HAVE FOUR TESTS ONE MUST PASS TO GRADUATE. WE REQUIRE TWENTY CREDITS TO GRADUATE, INCLUDING FOUR IN ENGLISH; THREE IN MATH; THREE IN SOCIAL STUDIES; TWO IN SCIENCE; AND ONE EACH IN FINE ARTS, PRACTICAL ARTS, AND PHYSICAL EDUCATION. WE ALSO HAVE CREATED A CERTIFICATE OF MERIT WITH EVEN HIGHER EXPECTATIONS AND REQUIRE A MINIMUM SCHOOL DAY OF 6-1/2 HOURS. EACH OF YOU HAS YOUR VERSION OF THOSE STANDARDS. THEY ARE IMPORTANT.

BUT, LADIES AND GENTLEMEN, I BELIEVE IF WE ARE A NATION AT RISK, IT IS NOT PRIMARILY DUE TO OUR MATH/SCIENCE FLABBINESS. NEITHER IS IT THE RESULT OF OUR CHILDREN ACCUMULATING TOO FEW CARNEGIE UNITS OR CREDIT CLOCK HOURS. IF WE ARE A NATION AT RISK, IT IS AT LEAST EQUALLY DUE TO THE FACT THAT WE CARE TOO LITTLE FOR ONE ANOTHER AND TOO MUCH FOR OURSELVES. OUR VALUES NEED EXERCISE AND SCHOOLS HAVE A ROLE IN THE AEROBIC CONDITIONING THAT IS CALLED FOR.

CONSIDER:

1) EACH DAY FORTY TEEN-AGE GIRLS IN THE UNITED STATES GIVE BIRTH TO THEIR THIRD CHILD.
2) BY THE END OF HIGH SCHOOL SIXTY-ONE PERCENT OF OUR STUDENTS HAVE USED DRUGS IN SOME FORM AT SOME TIME. THAT IS HIGHER THAN ANY OTHER INDUSTRIALIZED NATION ON THIS PLANET.
3) DELINQUENCY RATES OF YOUTH BETWEEN TEN AND SEVENTEEN WERE UP BY ONE HUNDRED AND THIRTY PERCENT BETWEEN 1960 AND 1980.
4) TEEN SUICIDE IS UP.
5) MURDER IS THE NUMBER ONE KILLER OF BLACK MALES.
6) THE DROP-OUT RATE IS INCREASING AGAIN.

WE ARE A NATION AT RISK, AND OUR VALUES ARE AT THE ROOT OF IT. THE YOUTH DEPICTED IN THOSE STATISTICS NEED THE BENEFIT OF EFFECTIVE VALUES OR CHARACTER EDUCATION PROGRAMS. MOREOVER, THOSE OF US IN POSITIONS OF LEADERSHIP THROUGHOUT THIS NATION WHO HAVE HELPED PERMIT THE CONDITIONS THAT BREED LOW SELF-ESTEEM, RACISM, AND POVERTY (WHICH CONTRIBUTE TO THOSE STATISTICS) NEED THE BENEFIT OF RE-THINKING OUR VALUES. THOSE WHO WILL FOLLOW US AS LEADERS, THE YOUTH OF TODAY, MUST NOT FOLLOW US IN PERMITTING THESE CONDITIONS, WHICH HAVE OCCURRED EITHER BECAUSE OF US OR IN SPITE OF US.

SOME ARGUE THAT THE ISSUE OF VALUES IS A FRINGE ISSUE, OR THAT IT IS SOMEBODY ELSE'S RESPONSIBILITY. SOME ASSERT THAT ALL WE REALLY NEED TO DO IS MEET THE ACADEMIC NEEDS OF THESE YOUNGSTERS. THEY ARGUE THAT WE SIMPLY SHOULD ENSURE THAT THE ONE-THIRD OF OUR NATION'S YOUTH ESTIMATED TO BE SERIOUSLY AT RISK OF SCHOOL FAILURE BECOME WELL-EDUCATED, CRITICALLY THINKING YOUNG PEOPLE. THAT GOAL IS EXTREMELY IMPORTANT. THERE IS AN ECONOMIC IMPERATIVE TO HAVE ALL KIDS, INCLUDING THOSE WE CALL AT RISK, ABLE TO WORK SMARTER IF OUR STANDARD OF LIVING IS TO BE MAINTAINED.

BUT BEING SMART IS NOT GOOD ENOUGH. AS DANIEL BELL POINTED OUT, "MAN'S REASON DID NOT PREVENT THE HOLOCAUST." OR TO PUT IT ANOTHER WAY - IN 1972 SOME OF THE SMARTEST, MOST CRITICALLY THINKING MEN IN AMERICA CREATED THE CIRCUMSTANCES OF WATERGATE. ISN'T OPERATIONAL THINKING THE HIGHEST LEVEL OF CRITICAL THOUGHT?

MY GUESS IS THAT THE PEOPLE ON WALL STREET WHO HAVE BEEN GUILTY OF INSIDER TRADING AND ARE BEING SENT TO PRISON ARE AMONG OUR FINEST OPERATIONAL THINKERS.

COLLECTING CREDITS OR EVEN LAW DEGREES AND MBA'S IS NOT GOOD ENOUGH. BEING EQUIPPED WITH OCCUPATIONAL SKILLS IS NOT GOOD ENOUGH. IF WE LIMIT OURSELVES TO THOSE THINGS, WE MAY STILL DESTROY HUMAN BEINGS IN OUR NEIGHBORHOODS BY NOT CARING FOR ONE ANOTHER; OR MAYBE OUR WHOLE COMMUNITY WILL SUFFER IF CAPTURED BY A CROOKED POLITICIAN OR POISONED WITH TOXIC WASTE FROM A CORRUPT CORPORATION; OR A WHOLE COUNTRY MAY DIE IF THE WORLD COMMUNITY DOES NOT FEED IT IN THE FACE OF FAMINE. FRANKLY, IT IS NOT EVEN TOO FARFETCHED TO IMAGINE THE POSSIBLE DESTRUCTION OF THE PLANET. IF THAT SHOULD HAPPEN, IT WOULD BE RELATED TO OUR VALUES AND TO WHAT WE VALUE IN OUR LIFE TOGETHER.

HISTORICALLY, THREE INSTITUTIONS HAVE BEEN THE TEACHERS AND TRANSMITTERS OF VALUES: THE CHURCH, THE FAMILY, AND THE SCHOOL. ALL THREE PRESENTLY FALL SHORT IN THIS PORTION OF THEIR MISSION.

REGRETFULLY, MEMBERSHIP AND INVOLVEMENT IN RELIGIOUS INSTITUTIONS OF WHATEVER FAITH IS NOT NEARLY AS ROBUST TODAY AS A GENERATION AGO. SUNDAY SCHOOL ATTENDANCE IS DOWN; RELIGIOUS YOUTH ORGANIZATIONS ARE ALSO IN A DANGEROUSLY WEAK POSITION. FREQUENTLY WHEN KIDS ARE INVOLVED IN SYNAGOGUE OR CHURCH, THEIR PARENTS HAVE DROPPED THEM OFF AND ARE NOT INVOLVED THEMSELVES.

THE FAMILY, OF COURSE, IS A VERY DIFFERENT FAMILY FROM A GENERATION AGO. LESS THAN TEN PERCENT OF THE FAMILIES TODAY ARE THE STEREOTYPICAL "LEAVE IT TO BEAVER" VERSION WITH TWO PARENTS, TWO CHILDREN, ONE PARENT WORKING, AND THE OTHER AT HOME. IN

FACT, OF CHILDREN BORN IN 1983, SIXTY PERCENT WILL LIVE IN A ONE-PARENT HOME BY AGE 18. NINETY PERCENT OF THOSE HOMES WILL BE FEMALE-HEADED, AND A MAJORITY OF THOSE FAMILIES WILL SUBSIST ON AN ANNUAL INCOME OF LESS THAN $10,000. SINGLE OR MARRIED, MOST MOTHERS WORK. WHETHER YOU CONSIDER THESE CHARACTERISTICS OF THE FAMILY GOOD OR BAD, THEY PLACE SIGNIFICANT STRAINS ON PARENTAL ABILITY TO PROVIDE CHARACTER BUILDING SUSTENANCE TO THE CHILDREN OF THE FAMILY. IN FACT, ONE SURVEY INDICATES THAT CHILDREN SPEND AN AVERAGE OF FIVE MINUTES PER DAY WITH THEIR FATHER, FORTY MINUTES WITH THEIR MOTHER, AND HALF OF THAT IS IN FRONT OF THE TELEVISION SET. MANY FOOL THEMSELVES INTO THINKING ONLY THE QUALITY OF TIME IS IMPORTANT. QUALITY IS IMPORTANT, BUT IN MY BOOK, AN AVERAGE OF FIVE MINUTES IS TOO LITTLE FOR QUALITY TO BE AN ISSUE.

SCHOOLS ALSO ARE CONTRIBUTING TO THE CHARACTER EDUCATION DEFICIT. TOO OFTEN WE HAVE BEEN CAPTURED BY THOSE WHO ARE FOCUSED SINGLE MINDEDLY ON ACADEMIC ACHIEVEMENT AND TEST PERFORMANCE TO THE EXCLUSION OF OTHER FACTORS CONTRIBUTING TO THE WELL-BEING OF YOUNG PEOPLE. TOO OFTEN WE HAVE BECOME MORAL EUNUCHS. WE ARE AFRAID OF CONTROVERSY OR LAWSUITS. WE SAY IT'S NOT OUR JOB, OR IT MAY BE UNCONSTITUTIONAL, OR WE USE ALMOST ANY OTHER EXCUSE AVAILABLE TO AVOID MEETING OUR VALUES OR CHARACTER BUILDING RESPONSIBILITIES.

I WOULD ARGUE WE CAN AND WE SHOULD CONTRIBUTE TO THE EDUCATION OF THE HEART AS WELL AS THE HEAD. IRONICALLY, A MAJOR PART OF THE ORIGINAL MISSION OF PUBLIC SCHOOLS, STATE BY STATE ACROSS THE NATION, WAS TO INSTILL VALUES. IN MANY OF OUR STATES, THE CONSTITUTIONS AND OTHER DOCUMENTS ESTABLISHING THE PUBLIC

SCHOOLS IDENTIFIED VALUES EDUCATION/CHARACTER BUILDING AS A MAJOR PREMISE FOR THEIR EXISTENCE. AS DAVID AND SHEILA ROTHMAN SAID, "THE BUSINESS OF SCHOOLS IN OUR EARLY HISTORY WAS CITIZENSHIP, NOT READING AND WRITING." I DO NOT SUGGEST WE GIVE UP THE LATTER. I STRONGLY BELIEVE WE SHOULD RE-EMBRACE THE FORMER.

THERE WILL BE THOSE WHO SAY, "SCHOOLS DO TEACH VALUES INEVITABLY, SO WHY ALL THE FUSS?" THERE ARE ALSO SOME WHO USE THE SOMEWHAT CATCHY PHRASE THAT "VALUES ARE CAUGHT, NOT TAUGHT." I WOULD ARGUE WE SHOULD BE PURPOSEFUL ABOUT VALUES OR CHARACTER OR CITIZENSHIP EDUCATION. CONSIDER THE FOLLOWING POINTS.

FIRST, NOTHING ELSE THAT WE DO IN SCHOOLS THAT WE CONSIDER IMPORTANT DO WE LEAVE TO CHANCE. TO ILLUSTRATE, WE COULD SIMPLY LEARN LANGUAGE BY EXAMPLE. WE DO NOT. WE TEACH IT PURPOSEFULLY FROM KINDERGARTEN TO GRADE TWELVE AND ACTUALLY REQUIRE STUDENTS IN MOST STATES TO TAKE FOUR YEARS OF ENGLISH COURSES TO GRADUATE.

SECOND, THE FACTS TELL US THAT LEAVING TO CHANCE THE TEACHING OF VALUES IS NOT WORKING. SOME OF THE STATISTICS I OUTLINED EARLIER TELL US THAT. WHEN WE SEE SUCH DISMAL RESULTS IN OTHER ARENAS, WE RE-EVALUATE WHAT WE'RE DOING. IT IS TIME FOR THAT RE-EVALUATION HERE.

SOME SUGGEST THAT WE CANNOT OR SHOULD NOT TEACH SPECIFIC VALUES. I DISAGREE. IT CAN BE A VERY SENSITIVE AREA, AND SIGNIFICANT SENSITIVITY MUST BE USED IN DECIDING WHICH VALUES ARE TO BE TAUGHT. DR. MARY ELLEN SATERLIE, FROM BALTIMORE COUNTY, MARYLAND, WILL TELL YOU HOW ONE LOCAL SCHOOL SYSTEM DID THAT VERY WELL. BUT IT IS CLEAR THAT CHOOSING AND TEACHING VALUES CAN AND SHOULD BE DONE. LET ME ILLUSTRATE. THE LAW, GOOD SENSE, AND HUMAN DECENCY TELL US RACIAL DISCRIMINATION IS WRONG. IT IS NOT

"MAYBE WRONG" OR "SOMETIMES WRONG" - IT IS JUST WRONG. YET WE SEE ON THE FRONT PAGES, IN OUR SCHOOLS, AND IN OUR PLACES OF EMPLOYMENT THAT DISCRIMINATION AND ITS EFFECTS REMAIN IN ABUNDANT SUPPLY. WE SHOULD IN A VARIETY OF WAYS, PURPOSEFULLY AND CONSCIOUSLY, TEACH THAT IT IS WRONG. IF YOU AGREE WITH THAT, THE ISSUES THEN ARE WHICH VALUES SHOULD BE TAUGHT AND HOW WE SHOULD TEACH THEM, NOT WHETHER WE SHOULD.

WITH RESPECT TO WHICH VALUES SHOULD BE TAUGHT, LET ME SUGGEST TWO WAYS YOU MIGHT THINK ABOUT THE QUESTION. ONE IS TO DIVIDE THE WORLD INTO TWO KINDS OF VALUES, AS MARYLAND'S VALUES EDUCATION COMMISSION DID SOME YEARS AGO. THEY WERE CHARACTER VALUES AND CITIZENSHIP VALUES. CHARACTER VALUES ARE SUCH THINGS AS PERSONAL INTEGRITY; HONESTY; SENSE OF DUTY TO SELF, FAMILY, SCHOOL, AND COMMUNITY; AND RESPECT FOR THE RIGHTS OF ALL PERSONS. CITIZENSHIP VALUES ARE SUCH THINGS AS PATRIOTISM; UNDERSTANDING THE RIGHTS OF A CITIZEN IN A DEMOCRATIC SOCIETY; RESPECT FOR THE CONSTITUTION; AND THE RIGHT OF EVERY CITIZEN TO ENJOY EQUALITY UNDER THE LAW. AS I SAID A MOMENT AGO, I WILL LEAVE ELABORATION OF THAT POINT TO DR. SATERLIE. BALTIMORE COUNTY HAS DONE A PARTICULARLY FINE JOB OF ACCOMPLISHING THAT OBJECTIVE.

THE OTHER APPROACH I WOULD SUGGEST THAT YOU CONSIDER IN THINKING ABOUT WHICH VALUES SHOULD BE TAUGHT IS TO ESTABLISH A BASELINE STANDARD AND THEN MEASURE OTHER VALUES AND WAYS OF TEACHING THEM AGAINST IT.

I SUGGEST THAT IF YOU ADOPT THAT APPROACH, YOU CONSIDER "CARING ABOUT OTHERS AND ACTING LIKE IT" THE STANDARD. IF THAT WERE CONSIDERED THE HIGHEST VIRTUE FOR SCHOOL CHARACTER EDUCATION PURPOSES, WE COULD ESTABLISH OUR MORAL CODE BY EVALUATING

BEHAVIORAL DECISIONS BASED ON ASKING OURSELVES HOW ACTING A CERTAIN WAY REFLECTS ON OR DETRACTS FROM OUR CARING ABOUT OTHERS. SUCH AN APPROACH EMBRACES BOTH CHARACTER AND CIVIC VALUES; MORE IMPORTANTLY, IT SPEAKS SPECIFICALLY TO BEHAVIOR, NOT JUST AN INTELLECTUAL POSITION.

I TURN NOW TO THE QUESTION OF HOW VALUES SHOULD BE TAUGHT. I BELIEVE THERE ARE THREE BASIC APPROACHES.

FIRST, YOU CAN TEACH VALUES THE WAY MOST OTHER THINGS ARE TAUGHT IN SCHOOL: IN THE CLASSROOM FOR THIRTY MINUTES A DAY IN THE FIRST GRADE, AT 11:00 A.M. ON TUESDAYS AND THURSDAYS IN THE SEVENTH GRADE, AND FOR ELECTIVE COURSE CREDIT IN THE ELEVENTH OR TWELFTH GRADE. YOU CAN ALSO, AS THE JARGON CALLS FOR, INFUSE IT INTO THE CURRICULUM THROUGHOUT THE GRADES. THAT IS A LEGITIMATE APPROACH IF DONE CONSCIOUSLY. IN MY VIEW, IT'S A "COP-OUT" IF WE SIMPLY ASSUME IT HAPPENS. THE BEST OF THE CLASSROOM/CURRICULUM APPROACHES--WHERE CASE STUDIES ARE USED, WHERE STUDENTS ARE ENGAGED, WHERE THE MODE OF TEACHING IS DISCUSSION--CAN BE VERY GOOD. OF COURSE, THE CONVERSE IS ALSO TRUE. THERE IS A VARIETY OF CURRICULA AVAILABLE. WHILE IT IS RELATIVELY EASY TO DROP A NEW SUBJECT IN THE SCHEDULE, I URGE CAUTION IN LIMITING YOUR CHARACTER EDUCATION PROGRAM TO SUCH AN EFFORT. IT WILL LIKELY BE EVEN LESS EFFECTIVE THAN A SIMILARLY TAUGHT SOCIAL STUDIES COURSE.

A SECOND APPROACH TO TEACHING VALUES IS TO EXAMINE ALL YOU DO IN YOUR SCHOOL DISTRICT OR ALL YOU DO IN YOUR SCHOOL TO CONSCIOUSLY SEE HOW WHAT YOU DO ADDS TO OR TAKES FROM THE VALUES YOU HAVE CHOSEN TO EMPHASIZE. LET ME ILLUSTRATE:

1) YOUR CHOICE OF CURRICULUM COULD BE PARTICULARLY SENSITIVE TO THE ROLE WOMEN AND MINORITIES HAVE PLAYED IN HISTORY.

2) STAFF DEVELOPMENT FOR TEACHERS AND PRINCIPALS COULD EMPHASIZE WAYS TO DEMONSTRATE RESPECT FOR STUDENTS.

3) PRINCIPALS SHOULD BE ENCOURAGED TO KNOW THE NAMES OF EVERY CHILD, AND/OR SCHOOLS SHOULD BE ORGANIZED SO THAT EVERY CHILD KNOWS THAT TWO OR THREE ADULTS IN THE SCHOOL KNOW HIS/HER NAME AND CARE ABOUT HIM/HER PERSONALLY.

4) FOR EVERY CHILD WHO HAS NO CARING ADULT IN HIS/HER LIFE, A MENTOR FROM THE COMMUNITY MIGHT BE FOUND.

5) THE RELATIONSHIP BETWEEN THE SCHOOL AND THE HOME SHOULD BE STRENGTHENED. WHERE POSSIBLE, HOME VISITATION BY TEACHERS SHOULD BE EXPLORED.

6) OR WE SHOULD CONSIDER THE DANISH PRACTICE OF ASSIGNING IN THE FIRST GRADE THIRTY STUDENTS TO A SINGLE TEACHER WHO, THOUGH ALL OTHER TEACHERS FOR THOSE STUDENTS CHANGE OVER THE NEXT TWELVE YEARS, REMAINS THE SAME.

WITHIN THIS FRAMEWORK OF EXAMINING YOUR ENTIRE SCHOOL PROGRAM, YOU WOULD LOOK AT YOUR FACULTY MEETINGS; YOUR HIRING PRACTICES; YOUR BULLETIN BOARDS; HOW STUDENTS ARE GREETED IN THE MORNING AND DISMISSED IN THE AFTERNOON; AND HOW CONCERN IS EXPRESSED WHEN A STUDENT OR STAFF MEMBER HAS A DEATH OR SERIOUS ILLNESS IN THE FAMILY. THE POINT IS THAT YOUR VALUES EDUCATION PROGRAM WOULD BE REFLECTED IN THE WAY THE SCHOOL LIVES ITS INSTITUTIONAL LIFE. THE INSTITUTION MUST EXPRESS WARMTH, LOVE, HOPE, AND CARING FOR OTHERS IF YOU ARE TO HAVE ANY CHANCE OF SUCH VIRTUES BECOMING EMBODIED IN THE STUDENT.

AS A THIRD APPROACH TO TEACHING VALUES, I WOULD URGE YOU TO IMPLEMENT A STRONG PROGRAM OF COMMUNITY SERVICE. I BELIEVE A THOUGHTFUL COMMUNITY SERVICE PROGRAM IS THE SINGLE MOST IMPORTANT COMPONENT OF A FIRST RATE VALUES EDUCATION PROGRAM. MY REASON FOR THAT ASSERTION IS THAT NEARLY ALL HUMAN BEINGS LEARN BEST BY DOING, NOT BY BEING TOLD OR BY READING. THOUGH WE KNOW THAT TO BE TRUE, WE EMPLOY "TEACHING BY DOING" RELATIVELY LITTLE IN SCHOOLS. VALUES, AND PARTICULARLY THE NOTION OF CARING ABOUT OTHERS AND ACTING LIKE IT, ARE PARTICULARLY CONDUCIVE TO BEING TAUGHT BY DOING. MOREOVER, IT CAN BE DONE WITHOUT THE IDEOLOGICAL CONTENT THAT SOMETIMES ACCOMPANIES VALUES EDUCATION. A GOOD COMMUNITY SERVICE PROGRAM WOULD HAVE AT LEAST FIVE CHARACTERISTICS.

1) IT WOULD BE A SERVICE PROGRAM, NOT A GUISE FOR CAREER EDUCATION.
2) THE SERVICE WOULD CONSIST OF SUFFICIENT DEPTH AND BREADTH TO BE MEANINGFUL. THAT IS, A SIX-HOUR WALKATHON TO RAISE MONEY IS FUN AND USEFUL AND I DO IT, BUT IT IS NOT WHAT I'M TALKING ABOUT.
3) THERE WOULD BE ADEQUATE SUPERVISION.
4) THERE WOULD BE A SEMINAR AND/OR WRITING COMPONENT TO THE PROGRAM SO THAT STUDENTS HAVE THE OPPORTUNITY OF GUIDED REFLECTION.
5) IT COULD TAKE PLACE IN THE SUMMER, AFTER REGULAR SCHOOL HOURS, ON SATURDAYS, OR ON SCHOOL DAYS.

DUE TO THE IMPORTANCE I ATTACH TO IT, I RECOMMENDED SUCH A PROGRAM AS A GRADUATION REQUIREMENT IN 1984 ALONG WITH INCREASES IN ALL THE MATH, SCIENCE, FOREIGN LANGUAGE, AND ARTS

REQUIREMENTS. EVERYTHING PASSED BUT COMMUNITY SERVICE. THE OBJECTIONS WERE COST, DIVERSION FROM THE REAL MISSION OF THE SCHOOL, SCHEDULING, TRANSPORTATION, AND PLACEMENT ISSUES. THOSE ARE ALL PROBLEMS TO BE SOLVED. BUT THAT THEY WERE DECISIVE SIMPLY MEANT THAT A SUFFICIENT PREMIUM WAS NOT PLACED ON THE IMPORTANCE OF COMMUNITY SERVICE. THERE ARE A HOST OF PLACES WHERE IT IS A WORKING, PRODUCTIVE REQUIREMENT. THE PUBLIC SCHOOLS OF THE CITY OF ATLANTA IS ONE PLACE. ALMOST ALL OF THE FIRST RATE PRIVATE SCHOOLS IN MARYLAND IS ANOTHER. HAPPILY, IN MARYLAND WE WERE ABLE TO MOVE TO THE POINT WHERE A COMMUNITY SERVICE ELECTIVE CREDIT PROGRAM IS NOW AVAILABLE IN EVERY SCHOOL SYSTEM. AT THE MOMENT MOST SCHOOL SYSTEMS ARE NOT GIVING MUCH EMPHASIS TO IT, BUT I HOPE THAT CHANGES IN THE FUTURE.

COMMUNITY SERVICE CAN CONTRIBUTE PRODUCTIVELY TO A SOLID VALUES EDUCATION PROGRAM. IT CAN, AS ERNEST BOYER POINTED OUT IN HIS BOOK, HIGH SCHOOL, CREATE A CONTEXT IN WHICH YOUNG PEOPLE PRESENTLY DISCONNECTED, RECONNECT WITH THE BROADER WORLD. IT CAN FULFILL THE VERY HUMAN NEED FOR BELONGING. COMMUNITY SERVICE CAN ALSO BE THE BEST PUBLIC RELATIONS PROGRAM A SCHOOL SYSTEM HAS; IT PROVIDES NON-PARENT ADULTS WITH A STAKE IN THE SYSTEM AND IT ALLOWS THE NON-PARENT ADULT WORLD THE OPPORTUNITY TO KNOW THE LARGE NUMBERS OF OUR KIDS WHO ARE GOOD KIDS. FINALLY,I SHOULD POINT OUT THAT ALL GENERIC EMPLOYABILITY SKILLS CALLED FOR BY EMPLOYERS (PUNCTUALITY, FOLLOWING DIRECTIONS, ATTENDANCE, MEETING RESPONSIBILITY) ARE TAUGHT IN A GOOD COMMUNITY SERVICE PROGRAM.

LEARNING TO CARE, HAVING A SENSE OF RESPONSIBILITY BEYOND ONE'S SELF, MAKING AN ATTEMPT TO TEMPER THE PHILOSOPHY OF "MEISM" THAT GRIPS US AS A SOCIETY AND AS INDIVIDUALS, HAS A PLACE IN THE

PUBLIC SCHOOLS. IT SHOULD NOT BE CONSIDERED EXTRACURRICULAR. IT SHOULD BE TREATED AS A FUNDAMENTAL PART OF ANY SELF RESPECTING SCHOOL THAT IS ATTEMPTING TO NURTURE YOUNG PEOPLE IN THEIR INITIAL QUEST TOWARD AN EFFECTIVE AND SATISFYING ADULTHOOD.

TO QUOTE ALBERT SCHWEITZER, WE SHOULD BE SAYING TO EACH STUDENT, "I DON'T KNOW WHAT YOUR DESTINY WILL BE, BUT ONE THING I KNOW; THOSE AMONG YOU WHO WILL BE REALLY HAPPY ARE THOSE WHO HAVE SOUGHT AND FOUND HOW TO SERVE."

THANK YOU.